DOCUMENT RESUME

ED 151 259 SO 010 705

TITLE Economic Education in the Elementary Schools, Level 1.

INSTITUTION Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.

PUB DATE 77

NOTE 120p.; For related documents, see SO 010 706-708

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Audiovisual Aids; Concept Teaching; *Consumer Education; *Economic Education; Economics; Educational Objectives; Elementary Education; Grade 1; *Instructional Materials; Kindergarten; *Learning Activities; Money Systems; Primary Education; Productivity; Social Studies; Teaching Guides

IDENTIFIERS Florida

ABSTRACT

The guide, one in a series of elementary level economics and consumer education teaching resources, is designed for kindergarten and first grade levels. The guide identifies objectives for economics and consumer education, offers a glossary of relevant terms, lists general audiovisual and print resources, and outlines specific learning activities to achieve each objective in terms of specific economic concepts. The concepts include aspects of the individual as the basis of our economic system, component parts of the economic system (exchange and money, consumption, production, distribution), and consumer education topics such as banking, budgeting, and taxes. The bulk of the guide contains class activities listed according to specific concepts. For example, to learn the difference between producers of goods and producers of services, students are shown pictures of a farmer, baker, pilot, and fire fighter and are asked to explain the differences in their activities. Each series of activities is accompanied by a listing of children's literature resources and Florida state-adopted textual resources to supplement the concepts being emphasized. (AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151259

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dade County

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ECONOMIC EDUCATION

IN THE

ELEMENTARY SCHOOLS

LEVEL 1

SO 010 705

SOCIAL STUDIES OFFICE

DIVISION OF INSTRUCTIONAL PLANNING AND SUPPORT

DADE COUNTY PUBLIC SCHOOLS

MIAMI, FLORIDA

1977

CONTENTS

I. INTRODUCTION 1

II. GOALS 2

III. OUTLINE OF INSTRUCTIONAL GUIDE 3

IV. OBJECTIVES 5

V. CONCEPTS: A DEFINITION 9

VI. GLOSSARY 11

VII. GENERAL RESOURCES 15

A. AUDIOVISUAL RESOURCES 15

B. SIMULATION GAMES 18

C. TEXTUAL RESOURCES 19

D. TEACHER RESOURCES 19

VIII. ACTIVITIES AND RESOURCES FOR SPECIFIC CONCEPTS 21

I. INTRODUCTION — (K-3) (4-6)

As Americans, we participate in an economic system each day. The entrepreneur who invests capital, the consumer who comparison shops, and the school-aged child who swaps an apple for an orange are participating in the same fundamental principles that make up our economic system.

Aristotle once said:

> *All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth . . .*

This instructional guide is one step toward the education of our youth in key concepts of economics and consumer education.

Included in this guide are objectives for key economics and consumer education concepts. These objectives are derived from the State Department of Education pursuant to the passage of the Free Enterprise and Consumer Education Act of 1974 and its Amendment in 1975. Learning activities, suggestions for instructional implementation, specific textual resources and, in some instances, students' literature resources are listed for each concept. All are written in common terminology rather than the jargon of the economist. After reading these, teachers should be able to immediately begin economics/consumer education instruction.

The sequence of the economics/consumer education concepts flows from the basic element, the individual (personal needs, wants, and choices) to the American society's economic system (free enterprise) and its component parts, and finally to how the individual operates within this system (consumer education).

The learning experiences for the economics/consumer education concepts are divided into four levels of difficulty:

Level 1	*Kindergarten - Grade 1 (approximately)*
Level 2	*Grades 2 and 3 (approximately)*
Level 3	*Grade 4 (approximately)*
Level 4	*Grades 5 and 6 (approximately)*

Since a variety of activities is provided for each concept and objective, the teacher may select those most appropriate for a particular class or may choose to select all of the given learning activities.

In order for the teacher to assess whether a student has mastered a particular objective or concept, any of the given learning activities which the teacher feels are appropriate can be used for the purposes of evaluation.

This guide was produced with the assistance of a grant through the cooperation of the Florida Department of Education and the Florida Council on Economic Education.

II. GOALS -- (K-3) (4-6)

A. The student will discover that satisfying individuals' material wants and needs for goods and services is the function of our economic system.

B. The student will examine the basic component parts of our economic system.

C. The student will examine and evaluate how the individual operates within our economic system (including some responsibilities and choices necessary to make wise use of the consumer's money).

III. OUTLINE OF INSTRUCTIONAL GUIDE — (K-3) (4-6)

A. The individual as the basis for our economic system. (K-6)
   Scarcity

B. The component parts of our economy. (K-6)
   1. Exchange and money
   2. Consumption
   3. Production
   4. Distribution
   5. Specialization
   6. Economic interdependence
   7. Free enterprise

C. Consumer Education Topics (K-3)
   1. Advertising
   2. Banking
   3. Budgeting
   4. Taxes

D. Consumer Education Topics (K-4)
   1. Advertising
   2. Banking
   3. Budgeting
   4. Credit
   5. Insurance
   6. Savings
   7. Taxes

IV. ECONOMIC OBJECTIVES — (K-3)

A. The individual as the basis of our economic system.

Scarcity

a. The student will discriminate between needs and wants.

b. The student will define scarcity as not being able to satisfy all our wants.

c. The student will be able to identify a foregone opportunity, after making a choice.

d. The student will recognize that certain resources are more scarce than others.

B. The component parts of our economic system.

1. Exchange and money

a. The student will define trade as the exchange of goods or services one has for goods and services of others.

b. The student will identify simple examples of trade.

c. The student will state the consequences on people if there were no trade.

d. The student will define exchange in terms of using money to secure what he/she wants.

e. The student will cite instances in which he/she has taken part in exchange.

2. Consumption

a. The student will define consumption as the using up of goods and services.

b. The student will discriminate between goods and services.

c. The student will list personal examples of goods that are consumed quickly and others that are used up slowly.

3. Production

a. The student will define production as the making of goods and services to be used by consumers.

b. The student will distinguish between producers of goods and producers of services.

c. The student will name people he/she knows who are producers, and distinguish them from those who are not producers.

4. Distribution - The student will define distribution as the making available of products to the consumer.

IV. ECONOMIC OBJECTIVES (CONT'D)

5. Specialization
   a. The student will define specialization as meaning that people spend most of their working time doing one particular job.
   b. The student will cite examples of specialized errands performed by people in the community.
   c. The student will list local businesses or employees who have moved toward specialization (as well as those who continue to be general in their work).
6. Economic Interdependence
   a. The student will define interdependence as taking place when people divide tasks to help each other get what they want.
   b. The student will mane people in the home, school, or community who are interdependent.
7. Free Enterprise
   a. The student will be able to distinguish between private and public property.
   b. The student will define the private ownership of property as the basis of free enterprise.

C. Consumer Education Topics
1. Advertising - The student will recognize that advertising is used to attempt to sell products to consumers.
2. Banking
   a. The student will be able to distinguish between saving money in a financial institution and savings kept at home.
   b. The student will define interest as the reward paid for saving in a bank rather than consuming.
3. Budgeting - The student will decide how to use a gift of money.
4. Taxes - The student will be able to define income taxes as deductions from wages which are paid to the government.

IV. ECONOMIC OBJECTIVES — (4-6)

A. The individual as the basis of our economic system.

Scarcity

a. The student will define the condition of scarcity in our economic system as resources not available in sufficient quantity to satisfy the wants of all the people.

b. The student will identify resources for which a scarcity problem exists because demand is greater than supply.

c. The student will identify particular scarce elements among the world's resources and also determine those that are plentiful.

d. The student will identify the uneven distribution of natural resources and demonstrate that some may be scarce in one place and not in another.

B. The component parts of our economic system.

1. Exchange and money

a. The student will define trade or exchange as the process of transferring goods and services among individuals and groups.

b. The student will identify examples of monetary exchange.

c. The student will classify the economic roles which are involved in exchange, i.e., producer, consumer.

2. Consumption

a. The student will define consumption as the utilization of goods and services for the purpose of satisfying ones needs and wants.

b. The student will determine how consumption of goods and services affects production.

3. Production

a. The student will define production as the making of both production and consumption goods as well as services; and state that production goods are used to increase the production of consumption goods.

b. The student will identify persons who are producers and parsons who are not producers.

c. The student will examine various factors contributing to a producer's profit.

4. Distribution

a. The student will define distribution as the process by which the production of a society is distributed among the citizens.

b. The student will identify statements that are exemplary of income distribution.

4. c. The student will cite evidence to support or refute the hypothesis that goods and services are distributed to those who are not producers.

5. Specialization

   a. The student will define specialization as the means by which individuals, groups, or societies concentrate on one job and do it efficiently (instead of trying to do all jobs).

   b. The student will discriminate between situations in which change is toward specialization and those where it is not.

   c. The student will examine the hypothesis that increased specialization provides a higher standard of living through increased productivity.

6. Economic Interdependence

   a. The student will define economic interdependence as the conditions under which specialized people work together and depend on each other in order to meet their needs and wants.

   b. The student will discriminate between persons that are and are not engaged in activities that demonstrate interdependency.

   c. The student will examine the hypothesis that an action by one person will affect other persons who are dependent upon that person.

7. Free Enterprise

   a. The student will define free enterprise as being based on the idea that people can invest capital in businesses in order to try to earn a profit.

   b. The student will distinguish between individual enterprise and government ownership of the means of production.

C. Consumer Education Topics

1. Advertising - The student will classify examples of different advertising techniques.

2. Banking - The student will identify different types of services that financial institutions provide.

3. Budgeting - The student will demonstrate that he/she can prepare a budget based upon income earned from chores or a weekly allowance.

4. Credit - The student will explain the advantages and disadvantages of buying on credit (costs and benefits).

5. Insurance - The student will distinguish between automobile, health, life, and other types of insurance.

6. Savings - The student will explain why savings are necessary to an economic system where economic growth is an important goal.

7. Taxes - The student will distinguish between different types of taxes paid by the consumer and identify which are state and which are federal taxes.

V. CONCEPTS: A DEFINITION — (K-3) (4-6)

1. SCARCITY: We cannot have everything we want. This is true whether in reference to individuals or nations. We have many wants and needs, but we must choose what we want and/or need most.

2. EXCHANGE and MONEY: Exchange - Money or goods can be traded for goods and services we need or want. Money - In most societies, money serves as a medium of exchange. As such, money also serves as a measure of value.

3. CONSUMPTION: We use up goods and services to satisfy our wants and needs. The process of satisfying our wants and needs is termed consumption. The people whose wants and needs are satisfied are consumers.

4. PRODUCTION: We make what the consumer wants. What we make is termed products. The term products refers to both goods and services.

5. DISTRIBUTION: We have the product where the consumer wants it.

6. SPECIALIZATION: We work at one job to provide or to help provide a product. For our work we receive wages.

7. ECONOMIC INTERDEPENDENCE: We exchange our wages for products made by other people. In this way, we are helping other people achieve their needs and wants (for they receive wages for producing their goods or services), and other people help us to attain our needs and wants.

8. FREE ENTERPRISE: In a free enterprise economy individuals must, first of all, be able to own private property. A free enterprise economy is one in which private citizens (either as individuals or grouped together as corporations, partnerships, or cooperatives) are free to invest in businesses or go into business themselves.

9. CONSUMER EDUCATION TOPICS - (K-3 ONLY)

   a. ADVERTISING: A means used to attempt to interest consumers in buying a product.

   b. BANKING: Saving in a financial institution and being given a reward by that institution for saving rather than consuming. The reward is in the form of interest (money) paid relative to the amount of money saved.

   c. BUDGETING: Deciding what to do with monies received.

   d. TAXES: An amount of money paid to the government in return for services provided by the government.

10. CONSUMER EDUCATION TOPICS - (4-6 ONLY)

   a. ADVERTISING: A means used to attempt to interest consumer in buying a product.

   b. BANKING: Different types of financial institutions provide different services either to individuals or to businesses.

V. CONCEPTS: A DEFINITION (CONT'D)

10. c. BUDGETING: A balancing of the money an individual has and the expenses that the individual chooses to (or must) make.

d. CREDIT: Trust extended to a consumer in the expectation that the consumer will pay in the future for goods and services received now. The consumer also pays for this "trust" in the form of extra money (above the regular selling price) paid to the seller. This extra money is termed interest.

e. INSURANCE: A guarantee of financial reimbursement in the event of an accident, illness, death, etc., purchased by the consumer.

f. SAVINGS: Money kept in a financial institution. The consumer is given a reward by that institution for saving rather than consuming. The reward is in the form of interest (money) paid relative to the amount saved and length of time money is kept in the bank.

g. TAXES: amount of money paid to the local, state, or federal governments in return for services provided by the government.

VII. GLOSSARY -- (K-3) (4-6)

ASSEMBLY LINE
A production method using interchangeable parts in which each worker does one part of the total assembly job.

BANK
A business firm which deals in money.

BARTER
An exchange or trade of goods or services made without the use of money.

BUDGET
A plan for spending and saving money.

CAPITAL
The tools, money, and equipment used in a business.

CAPITAL GOODS OR CAPITAL RESOURCES
The tools, machinery, or equipment used in a business. Also referred to as <u>production goods</u>.

COMMODITY
A thing of value or use; an economic good.

CONSUME
To buy and use goods and services.

CONSUMERS
People who purchase and use goods and services.

COST OF LIVING
The amount of money needed to buy the goods and services required to maintain a certain standard of living.

CREDIT
The promise to pay or repay at a future date in exchange for the immediate receipt of goods, services, or money.

DEPOSIT
Money accepted by a bank from people for safekeeping.

DEPOSITOR
A person who has money on deposit in a bank.

ECONOMIC GEOGRAPHY
The study of people's environment in relation to their economic activity.

ECONOMICS
The study of the conditions and laws affecting the production, distribution, and consumption of resources.

ENDORSEMENT
The payee's signature on the back of a check.

ENTREPRENEUR
The organizer of a business.

ENVIRONMENT
People's physical surroundings.

EXPORTS
Goods sent from a country or area to another country or area.

GOODS
Tangible objects which are desired by consumers.

HUMAN RESOURCES
The people of a country; their energy and work. Mental and physical labors of people.

IMPORTS
Goods grought into a country or area from another country or area.

INCOME TAX
An amount of money paid to the government based on wages or salaries earned.

INSURANCE
Protection against unexpected losses, accidents, or damages.

INTEREST
Money earned by depositors as well as money paid by borrowers.

INTERNATIONAL TRADE
Buying and selling of goods and services between different countries.

LABEL
The information on a product which tells truthfully the contents, amount, and maker of the item as well as other information useful for the consumer.

LABOR
Physical work

LABOR FORCE
The total number of workers in a country, an industry, or in a particular area.

LOAN
Money borrowed by people or businesses from a bank.

MASS PRODUCTION
The method of making things in large quantities.

VII. GLOSSARY (CONT'D)

NATURAL RESOURCE
Any resource provided by nature such as soil, forests, minerals, water supply, and wild game.

PAYEE
The party to whom a check is made payable.

POLICY (INSURANCE)
An agreement between an insurance company and the person buying the protection listing all rules, regulations, and conditions

PRICE
The cost of an item. The amount of money paid by a consumer for goods or services.

PRIVATE OWNERSHIP
Owned by individuals or groups of individuals.

PRODUCERS
Companies and businesses which make and sell products.

PRODUCTION
The making of goods or the supplying of a service.

PRODUCTION GOODS
The tools, machinery, or equipment used in a business. Also referred to as Capital Goods or Capital Resources.

PROPERTY TAX
An amount of money paid according to the value of house, building, and/or land.

PUBLIC OWNERSHIP
Owned by the government for the use of all people.

SALARIES
Money paid to people in exchange for their services and skills. Also referred to as wages.

STANDARD OF LIVING
The average manner of day-to-day living of a country, group, or individual, with reference to food, housing, clothing, comforts, etc.

TAXES
Government revenue which comes from payments made by citizens from special assessments.

WAGES
Money paid to people in exchange for their services and skills.

VIII. GENERAL RESOURCES — (K-3) (4-6)

A. AUDIOVISUAL

SCARCITY

Primary and Intermediate Level Films:

Homes Around the World. Universal Education and Visual Arts Company.

The Navaho Indian. Coronet Films.

Shelter. Gateway Films.

Intermediate Level Films:

Indians of California. Part I,"Village Life," Part II, "Food." Charles Cahill and Associates, Inc.

Japanese Family. International Films Foundation.

Mexican Village Family. Paul Hoefler Films.

Shelter. Encyclopedia Britannica Educational Corporation.

EXCHANGE AND MONEY

Intermediate Level Films:

Money Talks. American Bankers

Story of Money. International Film Bureau Incorporated.

What Is Money? Coronet Films.

Intermediate Level Filmstrips:

Why We Use Money. Learning Corporation of America.

PRODUCTION

Primary Level Films:

Grandmother Makes Bread. Bailey Films.

Primary and Intermediate Level Films:

Colonial Children. Encyclopaedia Britannica Educational Corporation.

Colonial Living. International Film Bureau, Incorporated.

Dairy Industry. Carl F. Mahnke

How Machines and Tools Help Us. Coronet Films.

Machines That Help the Farmer. Film Associates Incorporated.

The Story of Citrus Fruits. Coronet Films.
Workers Series. Coronet Films. (Soundstrip)

Intermediate Level Films:

Clothes We Wear. Church-Wex.
Clothing. Encyclopaedia Britannica Educational Corporation.
Corn Belt, The. Indiana University.
Cotton Belt Yesterday and Today, The. Indiana University.
Copper Mining. Pat Dowling.
Factory, The. Films Associates.
Inventions in America's Growth, 1750-1850. Coronet Films.
Inventions in America's Growth, 1850-1910. Coronet Films.
Meat From Range to Market. Encyclopaedia Britannica Educational Corporation.
Our Natural Resources. Pat Dowling.
Port Everglades. Calvin Company.
Sharing Economic Risks. Coronet Films.
Whitney, Eli, Invents the Cotton Gin. McGraw-Hill.

SPECIALIZATION

Primary Level Films:

City Fire Fighters. Coronet Films.
Fathers Go Away to Work. Pat Dowling.
Helpers in Our Community. Coronet Films.
Helpers Who Come to Our House. Coronet Films.
What Do Fathers Do? Church Films.

Primary and Intermediate Level Films:

Doctor, The. Encyclopaedia Britannica Educational Corporation.
Fireman, The. Encyclopaedia Britannica Educational Corporation.
Here Comes the Milkman. Bailey Films.
Mailman, The. Encyclopaedia Britannica Educational Corporation.
People Who Work at Night. Film Associates.
Pioneer Home, A. Coronet Films.

Policeman Walt Learns His Job. Film Associates

Your Fireman. Rivera Production.

Intermediate Level Films:

Farmer, The. Encyclopaedia Britannica Educational Corporation.

Florida Cowboy. Teaching Films Corporation.

Whitney, Eli, Invents the Cotton Gin. McGraw-Hill.

Workers Series. Coronet Films. (Soundstrip)

FREE ENTERPRISE

Primary Level Films:

Food Store, The. Encyclopaedia Britannica Educational Corporation.

Stores in Our Community. Coronet Films.

Primary and Intermediate Level Films:

Farmer Don and the City. Film Associates.

Government. McGraw-Hill.

Our Community. Encyclopaedia Britannica Educational Corporation.

Our National Government. Knowledge Builders.

Rules and Laws. Encyclopaedia Britannica Educational Corporation.

Story of a Wholesale Market. Churchill Films.

What Our Town Does for Us. Coronet Films.

Wholesale Produce Market. Parts 1 and 2. Academy Films.

ADVERTISING

Intermediate Level Filmstrips:

Consumer Advertising Teaching Kit. With Cassette Tape. Proctor and Gamble Company, P.O. Box 14465, Cincinnati, Ohio 45214.

Consumer Education. With Record. Teaching Resources Films, Bedford Hills, New York 10507.

Consumer Education for the Elementary Grades. With Records. Centron Educational Films, 1621 West Ninth Street, Lawrence, Kansas 66044.

Consumer Fights Back. With Cassette Tape. "Fundamental Issues of Our Time," Part 1. Teaching Resources Films, Bedford Hills, New York 10507.

VIII. GENERAL RESOURCES (CONT'D)

BANKING

Primary and Intermediate Level Filmstrips:

Andy Lends Money to the Bank. WaSP Filmstrips.

What the Bank Does with Andy's Money. WaSP Filmstrips.

Intermediate Level Films:

Using Bank Credit. American Bankers.

TAXES

Primary and Intermediate Level Films:

Government. McGraw-Hill

Our Community. Encyclopaedia Britannica Educational Corporation.

Our National Government. Knowledge Builders.

Rules and Laws. Encyclopaedia Britannica Educational Corporation.

What Our Town Does for Us. Coronet Films.

GENERAL ECONOMICS

Choices and Values. 6 Soundstrips. BFA Educational Media.

Market Economy. 6 Soundstrips. BFA Educational Media.

Primary Economics. 4 Soundstrips. BFA Educational Media.

B. SIMULATION GAMES

Clean Up. Grades 1-3; $5.00. Damon Educational Company, 80 Wilson Way, Westwood, Massachusetts 02090.

Dirty Water. Grades 4-6; $10.00. Damon Educational Company.

Ecology. Grades K-2; $5.00. Damon Educational Company.

Graphigame: Environmental Attitudes. Grades 4-12; $3.75. Educational Ventures, Inc., 209 Court Street, Middletown, Connecticut 06457.

Import. Grades 4-7; $10.00. Simile II, 1150 Silverado, La Jolla, California 92037.

Managing Your Money. Grades 6-12; $2.50. Cuno Mutual Insurance Society, P.O. Box 391, Madison, Wisconsin 53701.

Pink Pebbles. Grades 4-9; $8.00. Educational Ventures, Inc.

Road Game, The. Grades 6-10; $7.95. Herder and Herder, 232 Madison Avenue, New York, New York 10021.

Scarcity and Allocation. Grades 4-12; $5.00. Good Times Educators, c/o Robert Reinke, Route 2, Monticello, Minnesota 55362.

Transportation. Grades 3-6; $16.00. ABT Associates, Inc., 55 Wheeler Street, Cambridge, Massachusetts 02138.

VIII. GENERAL RESOURCES (CONT'D)

C. TEXTUAL RESOURCES

STATE ADOPTED INSTRUCTIONAL MATERIALS:

Taba Program in Social Science. Addison Wesley.

Concepts and Inquiry. Allyn & Bacon.

Exploring the Social Sciences. American Book Company.

Tiegs-Adams Series. Ginn Publishing Company.

Concepts and Values. Harcourt, Brace, Jovanovich.

Holt Data Bank Series. Holt, Rinehart, & Winston.

Windows on Our World. Houghton Mifflin.

Focus on Active Learning. Macmillan Publishing Company.

Man and His World. Noble & Noble.

Our Working World. Science Research Associates.

Social Science Series. Silver Burdett.

D. TEACHER RESOURCES

Bach, G. L. Economics: An Introduction to Analysis and Policy. Inglewood Cliffs, New Jersey: Prentice Hall, Inc.

The C.A.S.E. Economic Literacy Series, (revised). A series of texts for use by the teacher in understanding basic economic principles. Designed as a high school economics program, it is useful to the elementary teacher who is introducing economics for the first time. Write for prices: Council for the Advancement of Secondary Education, 1201 16th Street, Northwest, Washington, D.C. 20006.

Gill, R. T. Economics: A Text with Readings. Goodyear Publishing Co., Inc., Pacific Palisades, California.

Gwartney, J. D. Economics: Private and Public Choice. New York: Academic Press.

Hazlitt, Henry. Economics in One Lesson. New York: Manor Books, Inc.

Heyne, P. and T. Johnson. Toward Economic Understanding. Palo Alto, California: Science Research Associates.

Money: Master or Servant? A 48-page illustrated non-technical explanation of the importance of money and banking in the economy. Federal Reserve Bank of New York, 33 Liberty Street, New York, New York 10045.

VII. GENERAL RESOURCES (CONT'D)

Samuelson, P.A. Economics: An Introductory Analysis. New York: McGraw-Hill Book Company.

You and Your Money. An elementary booklet showing travels of a "greenback" from consumer to wholesaler to manufacturer and back to the consumer. Federal Reserve Bank of Richmond, Richmond, Virginia 23261.

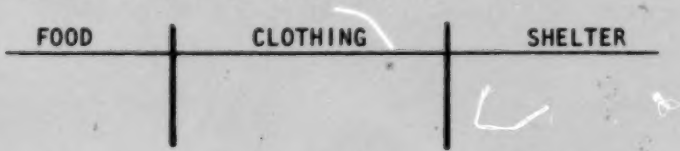
VI. ACTIVITIES

LEVEL 1 (K, 1)

A. The individual as the basis of our economic system.

Scarcity

a. The student will discriminate between needs and wants.

NOTES TO THE TEACHER	ACTIVITIES
FOCUS: The student will identify a variety of personal wants. You may wish to have each student explain why he/she wants at least one of the items picked. Ask students to view the entire bulletin board. Bring out in a discussion that some wants are quite similar and some are quite different, but that we all have wants.	1. a. Have each student cut out or draw pictures of things each would like to have if each could have anything he/she wanted. "I wish I had . . ." b. Have students make a bulletin board of a dream cloud or a wishing well showing all the items pupils would get if they could have anything they wanted.
"The Fisherman and His Wife," from the Arbuthnot Anthology of Children's Literature in the Fairy Tale section, pages 54 - 58.	2. The teacher reads to the students "The Fisherman and His Wife." Questions for discussion: a. What were some of the things that the fisherman's wife thought she wanted? b. What did the fisherman want? c. What happened at the end of the story? d. If you could change any part of the story, what would you change? Why?
FOCUS: The student will identify a variety of personal needs. Bring out the idea that food, clothing, and shelter are things we need for survival. Each is a need because we could not live without it.	3. On the chalkboard, write the following:  You may wish to draw a symbol for each word instead of writing the word.

NOTES TO THE TEACHER	ACTIVITIES
	3. a. (1) Briefly discuss with the students what each word means. (2) Have the students name various things that they would place in each category. Also have students explain why each item belongs in that category.
The level of difficulty may be increased by adding items which are not classified in any of the three columns, i.e., book.	b. Have students collect pictures of things that are necessary for survival. Have them sort the pictures into groups and paste them on newsprint in the proper column: food, clothing, or shelter.
This game can be played several times. Each time a different event could be used: "I am going to play baseball. I will need..." "I am playing house. I will need..." "I am setting the table. I will need..."	4. Have students plan a camping trip. They are to name items which are absolutely necessary for the trip. Play a game such as: "I am going on a camping trip. I will need . . ."
	5. Have students describe or list different types of food, clothing, and shelter. The students can collect pictures of a variety of foods, clothing, and shelter or they can draw at least five kinds of food, clothing, and shelter.
	6. The teacher reads stories and poems and plays records which illustrate a variety of food, clothing, and shelter.
Discuss how needs can change in different situations. Weather can be used as one example of a changing situation.	7. Have students make a bulletin board entitled: WHAT WE WEAR IN DIFFERENT KINDS OF WEATHER. The students can dress, draw, or cut-out figures dressed appropriately for a rainy day, a cold day, a day at the beach, etc.

VI. ACTIVITIES

(Continued)

LEVEL I (K, 1)

NOTES TO THE TEACHER	ACTIVITIES
FOCUS: The student will discriminate between personal wants (not basic to survival) and needs (basic to survival).	8. Have students name or draw pictures of gifts they would like to receive for a birthday or special occasion. Have the student differentiate between those which might satisfy needs (basic to survival) and those which do not (wants).
	9. Have each student draw several items each would like to have. Have each student rank the items according to their importance to him/her. Have each student eliminate the items he/she could do without and explain why each of the eliminated items is a want but not a need (basic to survival).
Prepare ditto sheets with drawings of various necessities (needs) and luxuries (wants).	10. Have students classify the items on the ditto sheet by coloring the necessities one color and the luxuries another color. In a discussion, have students give reasons for their choices.
Have a picture of an infant, a primary school age child, and an adult.	11. Have the students name several things which babies need or want; which students need or want now; and which adults need or want. "If I were a baby, I would want or I would need . . ." "Right now I want . . ." "Right now I need . . ." "If I were a woman (or man) I would need (or want) . . ." "If I were a mother or father I would need (or want) . . ." Discuss the changes in needs and wants of infants, children, and adults.

VI. ACTIVITIES

LEVEL 1 (K, 1)

A. The individual as the basis of our economic system.

Scarcity

b. The student will define scarcity as not being able to satisfy all our wants.

NOTES TO THE TEACHER	ACTIVITIES
If you made the dream on the wishing well, refer to that. If you did not, have each student draw or cut out pictures of several things each would like to have. Then collect and display these drawings.	1. Discussion: Bring out that everyone has an unlimited number of wishes, but every cannot have everything he/she wants. Ask the students if they thing that this is true. Why or why not?
	2. Have students discuss gifts they would like to receive for a birthday or special occasion. OR Find several magazine pictures illustrating items which do not satisfy basic survival needs. Discussion: People often have many, many wants.
FOCUS: Since we cannot have everything we want, we must make choices. The choices should best satisfy our needs or wants. If you wish, the students can illustrate their choices.	3. The class discusses: "What should we do from one to two o'clock this afternoon?"
Have a large pictured list of items, or a ditto sheet picturing many items.	4. With a given amount of "pretend" money (i.e. 25¢) and a pictures list of items, have each student decide how he/she would use the money. Have each student explain why.
	5. Have students draw something they have seen in a toy store. Display these pictures and have students select and rank in order of preference three toys they would like to have.
	6. Discussion: Have students discuss various situations where making a choice is necessary, i.e., in the library, cafeteria, supermarket, and in games.

NOTES TO THE TEACHER	ACTIVITIES
	7. The teacher will read a story to the class: The Gift of Hawaii. Questions for discussion: a. Who had to make a choice in this story? b. Why did the choice have to be made? c. What would you have done in the same situation? Why?
	8. Students read or recall stories in which the characters had to make choices (i.e. Pinnochio). Questions for discussion: a. What choices were made by the characters? Why? b. What would you have done in the same situation? Why? c. Did the character's choice bring him/her satisfaction (make him/her happy)? Why or why not? d. Would another choice have made him/her happier? Why or why not?
If you wish, the students can illustrate each place.	9. Students discuss three places they would like to visit on a trip. Then the students give reasons why each would choose one of the places rather than the other two.
	10. The class can practice choice-making in the following guessing game: All the people in the following stories would like all of the things offered, but they must choose only one. which choice would be best for each person? Why? a. Teacher, "I am thinking about a little girl who is going to a party. What do you think would be the most important to her: a nice dress, a pair of skates, or some bubble gum?"

NOTES TO THE TEACHER	ACTIVITIES
	10. b. Teacher, "I am thinking about a boy who is going on an all-day hike. What do you think his first choice would be: a book, a lunch, or a portable radio?" (If a child chooses a portable radio, the teacher points out that as long as the child can go hungry without infuring his health, the portable radio would not be a bad choice; however, the boy would have to be aware of the possible discomfort of hunger.)
	c. Teacher, "I am thinking of a man who was caught in a rainstorm. What would he want most; a box of candy, a raincoat, or a kite?"
	d. Teacher, "I am thinking of a man who is bothered by mosquitoes. What would he wish for most; a jar of honey, a flashlight, or mosquito repellent?"
	e. Teacher, "I am thinking of a woman whose car ran out of gasoline. What would she want most: a hot dog, a new hat, or a gallon of gasoline?

VI. ACTIVITIES

A. The individual as the basis of our economic system.

Scarcity

c. The student will identify a foregone opportunity, after making a choice.

NOTES TO THE TEACHER	ACTIVITIES
Foregone opportunity: Bring out in a discussion that in these cases, where we make our choice, we also give up all of our other possible choices.	1. Have the students fill in the blanks orally to make such choices as the following: a. When we turn left, we do not turn _____. b. If we use all of our clay to make a turtle, we cannot make a _____. c. If we wear our brown shoes, we cannot wear our _____ shoes. d. If I am in room 8, I cannot be in room _____. 2. Discuss choices such as the following: a. If all the mild were used for drinking, would we be able to make pudding? b. If all the carpenters worked on building skyscrapers, who would build houses? c. If all the land was used for houses, what would we not have?

VI. ACTIVITIES

A. The individual as the basis of our economic system.

Scarcity.

d. The student will recognize that certain resources are more scarce than others.

NOTES TO THE TEACHER	ACTIVITIES
Direct discussion toward limited quantities, i.e., time, money, space, materials. FOCUS: Time is limited.	1. Discuss the following questions: What would happen if . . . . . . all the family's food money was spent only on desserts? . . . one student used up all the paints? . . . you spent all your time in school making a picture? . . . all of the family's money were spent on toys? 2. Discussion questions: a. Is there enough space in the classroom to allow each student to have a large table all to himself/herself? Why or why not? b. Have students cite other examples of situations, things, or quantities which are scarce. 3. Have students discuss or draw alternative used of television viewing time.

RESOURCES

SCARCITY - LEVEL 1 (K, 1)

CHILDRENS' LITERATURE:

Phleger, F. and M. Phleger. You Will Live Under the Sea. New York: Beginner Books, 1966.
You Will Live Under the Sea emphasizes the concept of scarcity. It tells us that before long the growing demands of ever larger populations will force us to explore under the sea in order to supplement the scarce resources on land.

The children will learn about the many possibilities of undersea life: underwater gardens, undersea miners, farmers, and ranchers. All of these contribute to the well-being of undersea dwellers. The book seems to stretch the imagination; yet it may be amazingly prophetic of the alternatives man must turn to in order to feed and house the exploding population.

If some of the children have brought articles back from a seashore visit, they should be encouraged to bring them to school so that the other children may see examples of the type of life that flourishes under the sea and that may be called upon more and more to help relieve our scarcity.

Elkin, Benjamin. The Big Jump and Other Stories. Toronto: Random House, 1958.
The Big Jump and Other Stories has a number of good examples of people's wants. In "The Big Jump" itself, Ben wants a dog, but only kings may have dogs. Yet eventually, Ben, with the dog's help, finds a way to have what he wants.

In "Something New" the bad King's wants must be satisfied or he will require the good King's gold. So Ben and Jump help the good King as he searches for something new that will satisfy the wants of the bad King.

Finally, "The Wish Sack" concerns a magic sack that fulfills the wishes of those who say: "Abba Dabba!" Naturally, this is a sack that is attractive to everyone who knows about it.

All three stories will be helpful in talking about the things that people want as well as the methods they use in order to fulfill those wants.

RESOURCES

SCARCITY - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Presents excellent activities.

Teachers Resource Guide:
- Chapter 7 - Pages 102 - 115
- Chapter 10 - Pages 146 - 159
- Chapter 11 - Pages 160 - 173

Teacher's Edition: Problems Book:
- Chapter 7 - Pages 24 - 25
- Chapter 10 - Pages 33 - 36
- Chapter 11 - Pages 37 - 39

Scriptbook:
- Chapter 7 - Pages 18 - 22
- Chapter 10 - Pages 27 - 28
- Chapter 11 - Pages 29 - 30

"Me" (Kindergarten), and "Things We Do" (Grade 1), Windows on Our World. Houghton Mifflin.

Teacher's Guide:
- Unit 1 - Lessons 9, 10, 11
- Unit 4 - Lessons 6, 7

Teacher's Guide:
- Unit 1 - Lessons 4, 5, 6
- Unit 2 - Lessons 15, 16, 17, 18
- Unit 3 - Lesson 5

"You and Me" (Kindergarten), and "One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Co., Inc.

Part 2, Part 4, Chapter 2, Chapter 3

"You and Your Family" (Grade 1), Man and His World. Noble and Noble Publishing Co.

Unit 3

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"Living in Families" (Grade 1), Social Science Series. Silver Burdett
Unit 1 - Lesson 3

"Blue" (Grade 1), Concepts and Values. Harcourt, Brace, Jovanovich.
Units 5, 6

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

1. Exchange and Money

a. The student will define trade as the exchange of goods or services one has for the goods or services of others.

NOTES TO THE TEACHER	ACTIVITIES
	1. The teacher will provide the class with articles of different value. The children attempt to exchange with each other in order to obtain what each prefers. Since the goods are not of similar value, certain difficulties will probably be encountered. Encourage pupils to comment on these problems. The teacher identifies the exchanges which took place as barter. 2. Have children cite examples of when they traded an item for something else. 3. Have a "trade fair" where each child brings in a toy or game which is no longer used (with parental permission). At the fair, each student can trade for another toy or game.

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

1. Exchange and Money

b. The student will identify simple examples of trade.

NOTES TO THE TEACHER	ACTIVITIES
	1. The teacher reads or has children relate the story of "Jack and the Beanstalk." Students then discuss the goods that were exchanged in the story. 2. Have students draw individual pictures or a class mural depicting examples of trade. 3. Have several students create and tape record short stories about trade. These can then be shared with the class. 4. Have students role play examples of trade with which they are familiar.

VI. ACTIVITIES

LEVEL 1 (K, 1)

B. The component parts of our economy.

1. Exchange and Money

c. The student will state the consequences if there were no trade.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have the class make up stories relative to what would happen if the grocer, or the bus driver, or the bubble gum machine would not accept money for the goods or services rendered. 2. Have the students describe what has happened to them when they could not trade; i.e., "When my brother wouldn't trade chores with me."

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

1. Exchange and Money

d. The student will define exchange in terms of using money to secure what is wanted.

NOTES TO THE TEACHER	ACTIVITIES
	1. Orally, students define money as something which is exchanged for goods and/or services.
	2. The teacher may arrange a bulletin board which resembles a grocery, clothing, or toy store, with prices attached to each displayed item. Discuss the fact that different items sell at different prices.
	3. Have students solve problems similar to the following: Suppose that a baker bakes ten loaves of bread on Monday. Can he save the loaves until next week and exchange them for a birthday present for his son? Would it be better for the baker if he could sell the bread for money? WHY?
Keats, Ezra Jack. Peter's Chair. Harper & Row, 1967. Economic value and exchange; 1st grade reading level.	4. Read the story Peter's Chair to the class and then discuss: The concept illustrated in this story is the difference between value in use (to an individual) and value in exchange. An individual may have commodities for which he has no personal need, but these commodities may have value to other members of society and hence can command positive market prices. The story helps to point out that the price of anything is its exchange value in terms of money.

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy

1. Exchange and Money

e. The student will cite instances in which he/she takes part in exchange.

NOTES TO THE TEACHER	ACTIVITIES
The students will get back the items they brought in. It may be helpful to label each item with the student's name on masking tape	1. Have the students suggest situations wherein the exchange of goods or services for money occurs, i.e., school cafeteria, barber shop, movie theater, etc. 2. Have the students bring in items from home. Distribute play money to each child. The students can then set up a "play store" and purchase items with their play money. 3. Have students draw individual pictures on a class mural depicting examples of exchange.

RESOURCES

EXCHANGE AND MONEY - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 10 - Pages 146 - 159
- Chapter 11 - Pages 160 - 173

Teacher's Edition: Problems Book:
- Chapter 10 - Pages 33 - 36
- Chapter 11 - Pages 37 - 39

Scriptbook:
- Chapter 10 - Pages 27 - 28
- Chapter 11 - Pages 29 - 30

Tiegs-Adams Series. "Our School" (Grade 1), Inquiring and Learning. Ginn and Company.

Pages 20 - 33

VI. ACTIVITIES

LEVEL 1 (K, 1)

B. The component parts of our economy.

2. Consumption

a. The student will define consumption as the using up of goods and services.

NOTES TO THE TEACHER	ACTIVITIES
The teacher should explain that to consume is to use or to use up	1. a. Students discuss things that are used or used up by members of the class and their families. b. Students illustrate these sentences: . . . I consume these things at school: . . . I consume these things at home: . . . My family consumes these things:
From random responses you can emphasize food, clothing, and shelter. This same activity can be done with charts indicating both the needs and wants consumed by a family and by a community.	2. Questions: a. What are some things consumed by my family which we cannot get along without? b. What are some things consumed by my community which it cannot get along without? Have the students draw or collect pictures of food, clothing, and shelter which might be consumed by their families or community. These can be pasted to sheets of newsprint entitled: NEEDS CONSUMED BY MY FAMILY and NEEDS CONSUMED BY MY COMMUNITY.
	3. Have students draw individual pictures on a mural depicting examples of goods and services being consumed. Have students answer YES or NO to these oral statements: - Everyong consumes food. YES - Everyone consumes toothpaste. NO - Everyone uses some kind of house. YES - Everyone uses a raincoat. NO - Everyone uses some kind of clothing. YES - Everyone uses a bathing suit. NO

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

2. Consumption

b. The student will discriminate between goods and services.

NOTES TO THE TEACHER	ACTIVITIES
	1. The teacher uses the word goods in a discussion of all the objects we need or want. Identify goods in the classroom. 2. Show pictures of a service being consumed such as a child getting a haircut, being examined by a doctor, or being taught by a teacher. Then have students discuss what is being consumed and have children distinguish between goods and services. 3. Bulletin Board: SERVICES WE CONSUME and GOODS WE CONSUME 4. Conduct a quiz using pictures of goods and services being consumed. Have the children clap softly if the picture represents goods; raise hands if it represents a service.

57

RESOURCES

CONSUMPTION - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 8 - Pages 116 - 131
Chapter 12 - Page 178, Activity #10 - Page 179, Activity #11

Teacher's Edition: Problems Book:
Chapter 8 - Pages 26 - 28

Scriptbook:
Chapter 8 - Pages 23 - 24

"Me" (Kindergarten), Windows on Our World. Houghton Mifflin.

Teacher's Guide:
Unit 1 - Lessons 9, 10, 11

"One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Co.

Chapters 3 and 12

"Living in Families" (Grade 1), Social Science Series. Silver Burdett.

Unit 3
Unit 4 - Lesson 13

"Blue" (Grade 1), Concepts and Values. Harcourt, Brace, Jovanovich.

Units 5 & 6

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

Tiegs-Adams Series. "Our School" (Grade 1), Inquiring and Learning. Ginn

Pages 20 - 33
Pages 62 - 83

"People in Families" (Grade 1), The Taba Program in Social Science. Addison-Wesley.

Unit 3

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

3. Production

a. The student will define production as the making of goods and services to be used by consumers.

NOTES TO THE TEACHER	ACTIVITIES
	1. The teacher may introduce the word 'production' and discuss other goods that are produced.
The teacher may use samples of certain goods such as a book, pencil, ball, or articles of clothing to motivate a discussion of these questions.	2. Questions for discussion: - Could you use these goods? - Are these goods free? - What did someone have to do to make these goods?
Using a ditto master, teacher constructs a pictured list of activities. Some of the pictures should show production taking place while others do not show production, e.g., sunbathing, eating, or a picnic.	3. Students are instructed to mark or X out only those pictures on the ditto master that show production taking place.
Have students recall the reason for choice-making, i.e., that our resources are limited. Ask these or similar questions to enable children to gain the understanding that our productive resources are limited.	4. Questions for discussion: - If all the milk were used for drinking, would we be able to make pudding? - If all the carpenters worked building skyscrapers, who would build the houses? - If all the land were used for houses, what would we not have?
The teacher discusses the meaning of limited and has the class apply the concept to the resources necessary to production.	5. Questions for discussion: - Is there a limit to the land which can be used for production? - Is there a limit to the number of hours in a day that a worker can work? - Is there a limit to the amount of iron ore, wood, etc., in the world?

VI. ACTIVITIES

LEVEL 1 (K, 1)

B. The component parts of our economy.

3. Production

b. The student will distinguish between producers of goods and producers of services.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Have the class review the terms 'goods' and 'services.' b. The class may illustrate workers who produce goods and those who produce services.
	2. Have children pantomime someone who is producing a good or service. The other students may guess what is being produced, and identify if it is a good or a service.
	3. Children can be given the opportunity to produce goods and services. Some suggestions are: Goods: puppets, greeting cards, butter, pudding, necklaces, book-marks. Services: classroom chores
Explain the difference between producers of goods and producers of services. Select and display pictures.	4. Show pictures of a farmer, tailor, factory worker, baker, etc. THEN Show pictures of a pilot, a fire fighter, a teacher, etc. Have students explain the difference between what is being produced by the two groups of producers.
Mix pictures illustrating the production of goods with pictures depicting people performing services, i.e., nurse, banker.	5. From the mixed group of pictures, have students separate the pictures which illustrate a good or product from those depicting a service.
Students may take turns being the leader in this game.	6. Game: "I Am Thinking Of . . ." Teacher (or other leader) starts by saying "I am thinking of . . . a ball, a radio, putting out a fire, delivering a letter, etc." Then ask: "Am I thinking of a good or a service?" Students identify the product.

VI. ACTIVITIES

LEVEL I (K, I)

B. The component parts of our economy.

3. Production

c. The student will name people he/she knows who are producers and distinguish them from those who are not producers.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students identify family members who are producers. Discuss what goods and services they produce. Have students identify family members who are not producers of goods or services.
The results of this activity can be made into a bulletin board.	2. Students may do illustrations of various family members producing goods or services in the home. Have students identify family members who are not producers of goods or services in the home.
Students can be separated into small groups to arrive at a solution. Each group can share its 'solution' with the class in the form of illustrations with accompanying narrative or a short skit role-playing the solution.	3. Students can discuss or write and illustrate a story about the 'solutions' to the following situations: a. At Saturday breakfast mother announces to the family that if the house is put in order in a half hour, the family can spend the day at the beach. If this were your family, how could each member of the family help to accomplish this goal? b. Have the class imagine and describe a day at home when father, mother, or any other adult did all the work by himself. Relate discussion to the time it would require to accomplish all the necessary tasks. Is there anyone in the family who would not be a producer? If so, why?

RESOURCES

PRODUCTION - LEVEL 1 (K, 1)

CHILDREN'S LITERATURE:

Hurley, William. Dan Frontier and the New House. Chicago: Benefic Press, 1961. Can be read to students and discussed. Dan Frontier and the New House tells of the early days of the frontier when neighbor helped neighbor while working side by side. In this case, the Nelsons needed a good, strong house; and the use of the combined skills of their neighbors resulted in the production of a fine house.

Probably many early factories began in a similar way. Neighbors and friends with varying skills pooled their efforts and turned out products that were needed at that time. Later, to meet the demand for greater production, factories were built and men were hired even though the men weren't known to the employer except by the work records that showed that these men possessed the skills needed by the factory.

Today merchandise is produced all over the world in such factories. But the basic principle of combining specialized skills for the manufacture of wanted products remains the same as in frontier days.

RESOURCES

PRODUCTION - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 8 - Pages 116 - 131
- Chapter 10 - Pages 146 - 159
- Chapter 11 - Pages 160 - 173

Teacher's Edition: Problems Book:
- Chapter 8 - Pages 26 - 28
- Chapter 10 - Pages 33 - 36
- Chapter 11 - Pages 37 - 39

Scriptbook:
- Chapter 8 - Pages 23 - 24
- Chapter 11 - Pages 29 - 30

"Me" (Kindergarten) and "Things We Do" (Grade 1), Windows on Our World. Houghton Mifflin.

Unit 5
Unit 2 - Lessons 12, 13, 14

"You and Me" (Kindergarten) and "One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Co.

Part 4, Part 5
Chapter 3, Chapter 12

"You and Your Family" (Grade 1), Man and His World. Noble and Noble.

Unit 5

"Living in Families" (Grade 1), Social Science Series. Silver Burdett.

Unit 2 - Lesson 4
Unit 3
Unit 4 - Lessons 10, 12, 13, 16

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"Blue" (Grade 1), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

"Our School" (Grade 1), Inquiring and Learning. Tiegs-Adams Series: Ginn Publishing Co.

Pages 20 - 33
Pages 34 - 47
Pages 62 - 83

"People in Families" (Grade 1), The Taba Program in Social Science. Addison-Wesley

Unit 3

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

4. Distribution

The student will define distribution as the making available of products to the consumer.

NOTES TO THE TEACHER	ACTIVITIES
Trace the various places products were taken in their journey to your house, i.e., factory, store, home.	1. Have students name as many forms of transportation as they know. 2. Have students draw or cut out various forms of transportation. 3. Question for discussion: How did the food you ate for breakfast arrive at your house? Name all the places your food was taken and tell how it got to each place. 4. Have students draw a class mural illustrating all the types of transportation seen in their community.

RESOURCES

DISTRIBUTION - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 9 - Pages 132 - 145
- Chapter 10 - Pages 146 - 159
- Chapter 11 - Pages 160 - 173

Teacher's Edition: Problems Book:
- Chapter 9 - Pages 29 - 32
- Chapter 10 - Pages 33 - 36
- Chapter 11 - Pages 37 - 39

"One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Co.

Chapters 3 and 12

"Living in Families" (Grade 1), Social Science Series. Silver Burdett.

Unit 3
Unit 4 - Lesson 16

"Our School" (Grade 1), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages 20 - 33

VI. ACTIVITIES

LEVEL 1 (K, 1)

B. The component parts of our economy.

5. Specialization

a. The student define specialization as meaning that people spend most of their working time doing one particular job.

NOTES TO THE TEACHER	ACTIVITIES
	1. a. Have students discuss the work done by various members of a family. b. Prepare a bulletin board using the children's illustrations of work done by family members. c. Have children pantomime some of the work which they perform at home and have the other students guess what special job or chore is being pantomimed. 2. a. Have each student draw a picture illustrating a person performing a specific job. b. When the drawings are completed, each student shares his/her picture with the class. The other students guess what special job or chore is being depicted.

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

5. Specialization

b. The student will cite examples of specialized errands performed by people in the community.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have pupils identify school personnel and the work they perform within or around the school. 2. Have the class discuss community helpers and collect pictures or make illustrations of the work done by these people. 3. The teacher may make a class helper chart and then have the class disucss the work which can be done by children in the classroom. 4. Have children draw pictures showing work performed by adults in the family. Under each picture the student should identify the adult and the type of work performed. 5. Have students draw a picture of their favorite way of helping at home. 6. Students illustrate members of the family doing a particular job in the home. 7. Plan a walk around the school and have the students observe the work being performed in the office, library, cafeteria, playground, and classrooms. Have the class discuss what they have observed in terms of the different kinds of work being done and by whom; i.e., whose special job is it to serve the lunches?

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

5. Specialization

c. The student will list local businesses or employees who have moved toward specialization (as well as those who continue to be general in their work).

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students interview adult members of their families asking them: - if they work - why they work - what they do at work The students can report their findings by drawing pictures of the types of work done by each adult family member.
The businessperson's presentation should, if feasible, involve students and be as concrete an explanation as possible.	2. Have a local businessperson speak to the class to explain why that business has (or has not) moved toward specialization. The businessperson may wish to involve the students in a simple role-play depicting the activities of the business.
	3. The class may go on a field trip to any local business which would provide a guide to explain the business to the students.

RESOURCES

SPECIALIZATION - LEVEL 1 (K, 1)

CHILDREN'S LITERATURE:

Corson, Hazel W. Peter and the Rocket Team. Chicago: Benefic Press, 1964. Can be read to students and discussed. Peter and the Rocket Team demonstrates exceptionally well the skills required by rocket men and the teamwork needed for their success. These men really didn't want to help train a new person in the specialty because he would need more attention than they were willing to spare. But Jack proved that he could learn about this very special work very quickly, and eventually he was accepted as a part of the team.

Since rocketry has been so well publicized on TV, moon launchings and the like, the children are apt to understand quite easily the demands for excellence of the space program. And this book demonstrates in a very contemporary way how a group of men with very specialized training work together in producing rockets. Furthermore, this same specialization is needed in industry, in farming, and in the professions where men can work together for the greater benefit of all.

RESOURCES

SPECIALIZATION - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 9 - Pages 132 - 145
- Chapter 11 - Pages 160 - 173

Teacher's Edition: Problems Book:
- Chapter 9 - Pages 29 - 32
- Chapter 9 - Pages 25 - 26
- Chapter 11 - Pages 29 - 30

"Things We Do" (Grade 1) and "Me" (Kindergarten), Windows on Our World. Houghton Mifflin.

- Unit 1 - Lesson 14 ("Me")
- Unit 3 - Lesson 8 ("Me")
- Unit 3 - Lessons 3 and 4 ("Things We Do")

"You and Me" (Kindergarten) and "One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Co.

- Part 2
- Part 5
- Chapter 3 and 12

"You and Your Family" (Grade 1), Man and His World. Noble and Noble.

- Chapter 5

"Living in Families" (Grade 1), Social Science Series. Silver Burdett.

- Unit 1 - Lesson 7
- Unit 2 - Lesson 12
- Unit 3
- Unit 4 - Lessons 10, 12, 14, 15, 16

STATE ADOPTED TEXTUAL RESOURCES (Cont'd):

"Blue" (Grade 1), Concepts and Values. Harcourt, Brace, Jovanovich.
Unit 6

"Our School" (Grade 1), Inquiring and Learning. Tiegs-Adams Series: Ginn.
Pages 34 - 47

"People in Families" (Grade 1), The Taba Program in Social Science. Addison-Wesley.
Unit 3

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

6. Economic Interdependence

a. The student will define interdependence as taking place when people divide tasks to help each other get what they want.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students name people who are specialists, i.e., carpenters, doctors, police officers, teachers, bricklayers, bakers, chefs. Then, have students name at least two other businesses or people on which each specialist is dependent.
	2. Have students draw or cut out groups of two or three types of workers that are dependent on one another in their work.
Monjo, F. N. Indian Summer. Harper & Row, 1968. First grade reading level; subject: Interdependence.	3. Read Indian Summer to the class and then discuss. The interdependence of individuals in even relatively uncomplicated societies is examined as is the role that social units, such as the family, may play in the making of essentially economic decisions. It can be observed that all individuals depend upon others to provide many of the goods and services they want. Interdependence is shown as a consequence of specialization. Several students may wish to role-play or draw their favorite scene from the book.

VI. ACTIVITIES

LEVEL 1 (K, 1)

B. The component parts of our economy.

6. Economic Interdependence

b. The student will name people at home, school, or in the community who are interdependent.

NOTES TO THE TEACHER	ACTIVITIES
	1. Have students name various people at home or at school who help them. How do they, in turn, help this person? Example: My big sister helps me by getting my breakfast in the morning. I help her by cleaning up the kitchen after breakfast. _____ helps me by _____. I help _____ by _____.
	2. Have students draw examples of people they know helping one another. Each student can explain the "helping story" in his/her drawings to the class.
Schick, Eleanor. Katie Goes to Camp. Macmillan, 1968. Second grade reading level; subject: Division of labor.	3. Read Katie Goes to Camp to the class and discuss. The concept of division of labor is explained through an examination of the operations of a summer camp and the ways in which the campers must cooperate and coordinate their activities to complete their chosen projects. The story points out that when individuals specialize in jobs which they are best able to perform, greater efficiency is achieved and more goods and services are produced. - What job did each person have? - How did they work together in order to get what they wanted? - What could have happened if they has not worked together? Have several students role-play or draw their favorite scene from the book.

RESOURCES

ECONOMIC INTERDEPENDENCE - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senes , Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 9 - Pages 132 - 145

Teacher's Edition: Problems Book:
Chapter 9 - Page 32

"Me" (Kindergarten) and "Things We Do" (Grade 1), Windows on Our World. Houghton Mifflin.

Unit 2 - Lessons 5, 6, 8
Unit 3 - Lessons 1, 2

"One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Co.

Chapters 3, 12

"You and Your Family" (Grade 1), Man and His World. Noble and Noble.

Unit 2

"Living in Families" (Grade 1), Social Science Series. Silver Burdett.

Unit 2 - Lesson 12
Unit 3
Unit 4 - Lessons 10, 12, 15

"Blue" (Grade 1), Concepts and Values. Harcourt, Brace, Jovanovich.

Unit 6

93

92

STATE ADOPTED TEXTUAL RESOURCES (Cont'd)

"Our School" (Grade 1), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Pages 34 - 47
Pages 62 - 83

"People in Families" (Grade 1), The Taba Program in Social Studies. Addison-Wesley.

Unit 3

VI. ACTIVITIES

LEVEL 1 (K, 1)

B. The component parts of our economy.

7. Free Enterprise

a. The student will distinguish between private and public property.

NOTES TO THE TEACHER	ACTIVITIES
A bulletin board can be made from the children's drawings.	1. Have students draw or cut out things which belong in each category: MINE: Personal property which another person should not use without permission. OURS: Property which belongs to a group of people who freely share its use.
	2. Have students name things in the classroom that are: a. individually owned and should not be used without permission (private property). b. owned by the class and are freely shared (public property).
	3. Have each student draw three things which he/she owns individually and three things that are collectively owned by the class.
Instead of using hands as a response, each student could have two pictures: one of a single person (response for private ownership) and one of a crowd (response for public ownership). In this way the responses are somewhat more individual since the students can not easily view classmates' answers.	4. The teacher will hold up pictures of or name things, businesses, etc. If it is owned privately, have each student hold up the proper picture OR one finger; if it is owned publically, have each student hold up the proper picture OR his/her hand.
	5. The teacher may develop a bulletin board illustrating and contrasting public and private ownership. Magazine pictures or children's drawings may be used.

NOTES TO THE TEACHER	ACTIVITIES
The teacher should construct a ditto sheet as outlined.	6. Instruct the students to 'X' out those boxes which picture something that is publicly owned.
	7. The teacher can tell or read stories, show illustrations, films, or filmstrips about people who are government workers. These workers should be described as people who provide goods and services to the community.
You may wish to have upper grade students help with this activity.	8. Have students write and illustrate stories. Each can choose a government (public) worker such as a police officer, postal worker, fire fighter, garbage collector, etc. Story form: I am a _____. My work is needed by everyone. I do these things: _____. Student draws pictures of what the worker does.
The teacher can take the class for a walk, observing the things that people in the community buy together (street lights, fire hydrants, traffic lights, etc). On their return, the teacher should lead a discussion.	9. Questions for discussion: a. Why doesn't everyone have his own police officer? b. Why doesn't everyone have his own individual road? c. Why doesn't everyone have his own park?

A SCHOOL	A HOUSE	
A TOY STORE	A ZOO	
A DRESS	A ROAD OR STREET	

VI. ACTIVITIES

LEVEL I (K, 1)

B. The component parts of our economy.

7. Free Enterprise

b. The student will define the private ownership of property as the basis of free enterprise.

NOTES TO THE TEACHER	ACTIVITIES
Point out that many things (i.e., gas stations, restaurants) which are publically used but privately owned.	1. Have students draw, cut out, or list things which are privately owned. 2. Have students draw, cut out, or list things which are publically owned (paid for by taxes). 3. a. Have students indicate which of the following are private enterprises: - Parks - Gas Stations - Army - Post Office - Food from the supermarket - Bicycles at a toy store - Streets and sidewalks - Banks b. Questions for discussion: a. Why do people go into business? (i.e., toy store) b. What are several things that one would need before opening a business? c. Where and how can the business person get the things needed to open a business?

RESOURCES

FREE ENTERPRISE - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
- Chapter 9 - Pages 132 - 145
- Chapter 10 - Pages 146 - 159
- Chapter 11 - Pages 160 - 173
- Chapter 12 - Pages 174 - 183

Teacher's Edition: Problems Book:
- Chapter 10 - Pages 33 - 36

"Living in Families" (Grade 1), Social Science Series. Silver Burdett.

Unit 3

VI. ACTIVITIES

LEVEL I (K, 1)

C. Consumer Education Topics

1. Advertising

The student will recognize that advertising is used to attempt to sell products to consumers.

NOTES TO THE TEACHER	ACTIVITIES
Emphasize that producers want to introduce their products to many people (consumers). In this way, producers hope to sell their products to many more people (consumers).	1. Have each student name, draw, or bring to school a favorite toy. Ask where the student first saw a toy like that (i.e., in a toy store; at a friend's home; in a TV advertisement) Questions for discussion: - What toys and other products have you seen on TV ads? Students may name or draw their responses. - Why are there advertisements or commercials on television?
Assignment - to be done one afternoon or evening at home.	2. Have each student make a list of or draw all the products seen on TV advertisements during any time that each would regularly watch television.
Assignment - to be done one afternoon or evening at home.	3. Have students make a list of or draw all the products advertised on the radio during any time that each would regularly listen to the radio.
	4. Where do we hear or see advertisements? - TV - Radio - Newspapers and Magazines - Billboards alongside streets and highways

VI. ACTIVITIES
(Continued)

LEVEL I (K, 1)

NOTES TO THE TEACHER	ACTIVITIES
	4. Have students draw or role-play (short skit) an advertisement. Ask: - Who paid for this advertisement? - Why? - Who will hear or see this ad? (The Consumer) - What might this person do? - What does the producer of the product in the ad hope that this person will do?

RESOURCES

ADVERTISING - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates- Excellent activities.

Teacher's Resource Guide:
Chapter 10 - Pages 146 - 159

Teacher's Edition: Problems Book:
Chapter 10 - Pages 33 - 36

VI. ACTIVITIES

LEVEL 1 (K, 1)

C. Consumer Education Topics

2. Banking

a. The student will be able to distinguish between saving in a financial institution and savings kept at home.

NOTES TO THE TEACHER	ACTIVITIES
	1. Class explains that banks hold money and that many people wish to save money.
	2. Teacher relates that some people do not spend all of their income; that unspent money may be saved for varying periods of time, and that savings may be placed (deposited) in a bank. Question for discussion: - Why would these people put their money in a bank instead of keeping it at home?
Example student responses: - The money is safe in the bank. - The money could get lost or stolen at home.	
Several students can be depositors and a few can be bank personnel.	3. Have students role-play (short skit) people bringing money to be deposited in a bank.
Upper grade students may wish to aid your students in the telling of their stories.	4. Have students draw or color-in a picture of a bank. Then have students tell a short story about what happens in a bank.

VI. ACTIVITIES

LEVEL I (K, 1)

C. Consumer Education Topics

2. Banking

b. The student will define interest as the reward paid for saving rather than consuming.

NOTES TO THE TEACHER	ACTIVITIES
People may save money to spend later by depositing their savings in a bank. The teacher can tell a story about a boy, Jimmy, who deposits his money in a bank in order to save it for later use. Teacher may then ask: What will the bank do with Jimmy's money? Explain that many people need more money than they have saved, and that they may borrow money from the bank. In order to have the use of this money, the borrower must pay back more than he received as a loan. The bank keeps part of this "extra" (interest) money and pays Jimmy something for allowing his savings to be used. Stanek, Muriel. How People Earn and Use Money. Benefic Press, 1968. Subject: Money, Interest, & Savings. Reading level: 2nd - 3rd grade.	1. Using the responses of the students, the teacher writes two short class stories entitled: Saving Money in a Bank and Borrowing Money from a Bank. 2. How People Earn and Use Money discusses the social value of money and the economic functions that money plays, stressing the superiority of a monetized economy over a barter economy. The manufacture of money in the United States is also discussed along with a treatment of institutional aspects of banking, including definitions of such concepts as interest, savings and checking accounts, and loans. The story notes the dichotomy between the value of a commodity to an individual and the price that he has to pay for it. Read this story to the class and discuss. Then, have students draw or role-play a bank scene suggested to them by this book.

111

112

RESOURCES

BANKING - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates. Excellent activities.

Teacher's Resource Guide:
Chapter 8 - Pages 116 - 131
Chapter 9 - Pages 132 - 145
Chapter 10 - Pages 146 - 159

"Our School" (Grade 1), Inquiring and Learning. Tiegs-Adams Series: Ginn.

Page 25

113

114

VI. ACTIVITIES

LEVEL 1 (K, 1)

C. Consumer Education Topics

3. Budgeting

The student will decide how to use a gift of money.

NOTES TO THE TEACHER	ACTIVITIES
	1. Teacher poses this or similar situations to the students: Suppose you received a dollar as a birthday gift. You knew of a toy you really wanted. The man at the toy store said that the toy wasn't in stock but would be in at the end of the week. What might you do with the dollar?
List student answers on the chalkboard or on a large sheet of newsprint. Picture symbols of responses may be necessary.	2. Have students name at least three ways that they could use a present of $5. Have students state why each "use" of this money was chosen.
You may wish to name an exact sum of money.	3. Question for discussion: - How would you use a present of money? Have students respond to this question by illustrating what they would do with the gift of money.

115

116

RESOURCES

BUDGETING - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates.

Teacher's Resource Guide:
Chapter 10 - Pages 146 - 159

117

VI. ACTIVITIES

LEVEL 1 (K, 1)

C. Consumer Education Topics

4. Taxes

The student will be able to define INCOME TAXES as deductions from wages which are paid to the government.

NOTES TO THE TEACHER	ACTIVITIES
Definition of INCOME TAX is stated in the objective.	1. Introduce the definition of income tax to the students. Review with them how publically owned businesses are paid for (free enterprise section). Explain that in order to insure that some of these public businesses and services will have money, each person's share is automatically taken from his/her paycheck. (TAX ON INCOME = INCOME TAX) 2. Have a parent speak to the class to explain income tax.

RESOURCES

TAXES - LEVEL 1 (K, 1)

STATE ADOPTED TEXTUAL RESOURCES:

Senesh, Lawrence. "Families" (Grade 1), Our Working World. Science Research Associates.

Teacher's Resource Guide:
Chapter 13 - Pages 184 - 197

"One Plus One" (Grade 1), Focus on Active Learning. Macmillan Publishing Company.

Chapters 12 & 13